

**Core Question 3: Is the organization effective and well run?**

The Governance and Leadership Performance Framework, outlined in Core Question 3, gauges the academic and operational leadership of schools. Core Question 3 consists of five indicators designed to measure schools on how well their school administration and board of directors comply with the terms of their charter agreement, applicable laws, and authorizer expectations.

3.1. Is the school leader strong in his or her academic and organizational leadership?							
<b>Indicator Targets</b>	Does not meet standard	The school leader presents concerns in a majority of the sub-indicators with no evidence of a credible plan to address the issues.					
	Approaching standard	The school leader presents concerns in a minimal number of the sub-indicators and may or may not have a credible plan to address the issues.					
	Meets standard	The school leader complies with and presents no concerns in the sub-indicators below.					
	Exceeds standard	The school leader consistently and effectively complies with and presents no concerns in the sub-indicators below.					
<b>3.1 Rating</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>	<b>Year 7</b>
	2010-11	2011-12	2012-13	<b>2013-14</b>	2014-15	2015-16	2016-17
	MS	MS	MS	MS			
<b>Sub-indicator Ratings</b>	Sub-indicators						Rating
	Demonstration of sufficient academic and leadership experience						ES
	Leadership stability in key administrative positions						MS
	Communication with internal and external stakeholders						MS
	Clarity of roles among schools and staff						MS
	Engagement in a continuous process of improvement and establishment of systems for addressing areas of deficiency in a timely manner						AS
	Consistency in providing information to and consulting with the schools' board of directors						MS

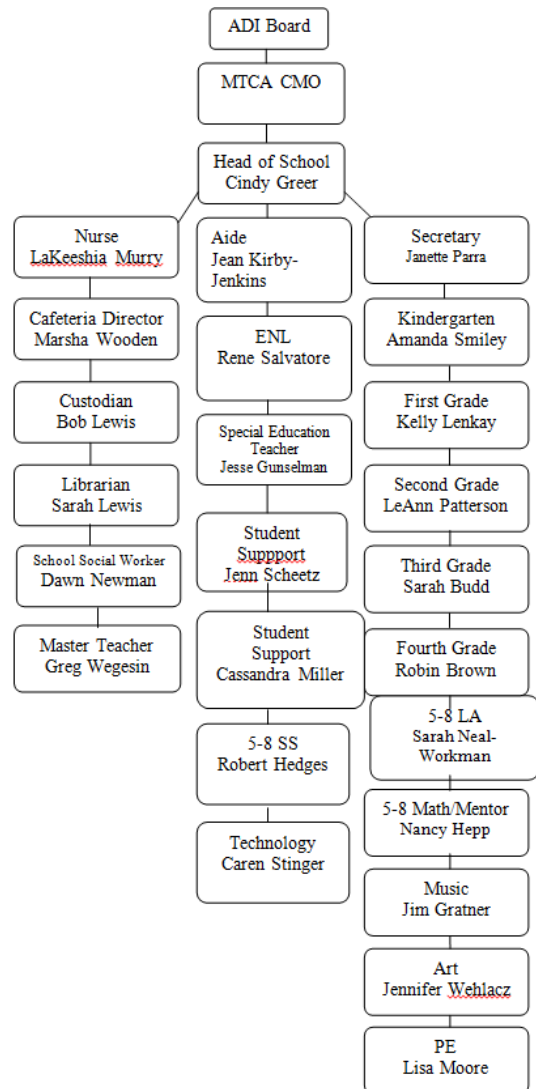
As the founding leader, the Head of School at Padua Academy has spent several years developing systems, processes, and culture for the school. She has several years of teaching and school leadership experience and worked to continuously increase her knowledge and skillset as a charter school leader.

Padua Academy utilized TAP as a means to promote teacher leadership within the school, employing a Master Teacher to serve many leadership responsibilities along with the Head of School. As a small school unable to fund additional administration positions, the Head of School sometimes struggled to balance the many organizational and academic responsibilities required of her.

In previous years, MTCA employed a Director to support the Head of School in overseeing and implementing educational programming, managing compliance with the Indiana Department of Education (IDOE) and OEI, general school operations, and managing relationships with the board. For the majority of the 2013-2014 school year, this position was left unfilled, causing significant confusion and concern around the responsibilities previously met through this position. The Head of School struggled to prioritize her responsibilities and the academic progress of the students of Padua Academy, and academic performance declined accordingly.

Despite the challenges associated with the Director vacancy, the Head of School was able to provide consistent academic and organizational leadership at the school-level. Therefore, Padua Academy is meeting standard for this indicator.

#### Organizational Chart



3.2. Does the school satisfactorily comply with all its organizational structure and governance obligations?							
<b>Indicator Targets</b>	Does not meet standard		The school presents concerns in a majority of the sub-indicators with no evidence of a credible plan to address the issues.				
	Approaching standard		The school presents concerns in a minimal number of the sub-indicators and may or may not have a credible plan to address the issues.				
	Meets standard		The school complies with and presents no concerns in the sub-indicators below.				
	Exceeds standard		The school consistently and effectively complies with and presents no concerns in the sub-indicators below.				
<b>3.2 Rating</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>	<b>Year 7</b>
	2010-11	2011-12	2012-13	<b>2013-14</b>	2014-15	2015-16	2016-17
	MS	MS	MS	DNMS			
<b>Sub-indicator Ratings</b>	Sub-indicators						Rating
	Submission of all required compliance documentation in a timely manner as set forth by the Mayor's Office, including but not limited to: meeting minutes and schedules, board member information, compliance reports and employee documentation						DNMS
	Compliance with the terms of its charter, including amendments, school policies and regulations, and applicable federal and state laws						MS
	Proactive and productive collaboration with its board and/or management organization (if applicable) in meeting governance obligations						AS
	Active participation in scheduled meetings with OEI, including the submission of required documentation by deadlines						MS

During the 2013-2014 school year, Padua Academy failed to meet many deadlines for submitting compliance documents to the Mayor's office (OEI). Much of this was due to the vacancy of the MTCA Director position, which had previously handled many of the compliance responsibilities. Due to the absence of this position, the Executive Assistant, Director of Finance, and the Head of School worked together to cover the compliance responsibilities.

All leaders remained consistently active participants in scheduled meetings, worked proactively with OEI to ensure the proper documentation was eventually submitted, and abided by the terms of the school's charter. However, due to the significant concerns with compliance reporting, Padua Academy **does not meet standard** on this indicator.

<b>3.3. Is the school's board active, knowledgeable, and does it abide by appropriate policies, systems, and processes in its oversight?</b>							
<b>Indicator Targets</b>	Does not meet standard		The school presents concerns in a majority of the sub-indicators with no evidence of a credible plan to address the issues.				
	Approaching standard		The school presents concerns in a minimal number of the sub-indicators and may or may not have a credible plan to address the issues.				
	Meets standard		The school complies with and presents no concerns in the sub-indicators below.				
	Exceeds standard		The school consistently and effectively complies with and presents no concerns in the sub-indicators below.				
<b>3.3 Rating</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>	<b>Year 7</b>
	2010-11	2011-12	2012-13	<b>2013-14</b>	2014-15	2015-16	2016-17
	AS	AS	AS	AS			
<b>Sub-indicator Ratings</b>	Sub-indicators						Rating
	Timely communication of organizational, leadership, academic, fiscal, or facility deficiencies to the Mayor's Office; or when the school's management company (if applicable) fails to meet its obligations as set forth in the charter						MS
	Clear understanding of the mission and vision of the school						AS
	Adherence to board policies and procedures, including those established in the by-laws, and revision of policies and procedures, as necessary						MS
	Recruitment and selection of members that are knowledgeable, represent diverse skill sets, and act in the best interest of the school and establishment of systems for member orientation and training						AS
	Effective and transparent management of conflicts of interest						MS
	Collaboration with school leadership that is fair, timely, consistent, and transparent in handling complaints or concerns						AS
	Adherence to its charter agreement as it pertains to governance structure						MS
	Holding of all meetings in accordance with Indiana Open Door Law						MS

For the 2013-14 school year, a new chair was elected to serve on the ADI Schools, Inc. board. The board was comprised of seven directors that represented backgrounds in the areas of education, finance, business, and law. Additionally, in an effort to ensure alignment between the board and CMO, three directors were also employees of the Archdiocese of Indianapolis.

The board experienced a significant issue regarding its oversight of MTCA during the 2013-14 school year. In the beginning of the year, the Director of MTCA resigned, and the position remained vacant for the majority of the year. This resulted in concerns from the Head of School and OEI in regards to the general management and oversight of Padua. The board chair was proactive in discussing these concerns with OEI and expressed additional concern regarding the investment of MTCA in the school. Several meetings were held between the board chair, representatives of MTCA, and OEI to determine MTCA's level of investment and its plans for continued support for Padua. During this time, the Archdiocese of Indianapolis selected a new Chancellor to serve on the board and help lead MTCA in its work with Padua Academy. A new Director was hired to support the Head of School at Padua for the remainder of the year and for the 2014-15 school year.

#### Skill Sets Represented on Board

**Business**



**Education**



**Finance**



**Legal**



#### Board Overview

**ADI Schools, Inc. holds the charter for Padua Academy.**

**7**

**Members**

**majority**

**# Required for Quorum**

**The ADI board holds six meetings a year.**

**The board delegates management of the school to Mother Theodore Catholic Academies, a Charter Management Organization that operates Padua Academy, Andrew Academy, and 4 Catholic schools in Indianapolis.**

While the board chair was proactive and engaged in the process of working with MTCA and OEI, there was a lack of clarity around the delineation of roles and responsibilities between the board and MTCA. This led to the inability for the board to effectively manage MTCA in order to fulfil the mission and vision of Padua Academy.

The board consistently made quorum and held meetings in accordance with its charter, by-laws, and Indiana Open Door Law. However, due to the concerns explained above, Padua Academy's board is approaching standard.

3.4. Does the school's board work to foster a school environment that is viable and effective?							
<b>Indicator Targets</b>	Does not meet standard		The school presents concerns in a majority of the sub-indicators with no evidence of a credible plan to address the issues.				
	Approaching standard		The school presents concerns in a minimal number of the sub-indicators and may or may not have a credible plan to address the issues.				
	Meets standard		The school complies with and presents no concerns in the sub-indicators below.				
	Exceeds standard		The school consistently and effectively complies with and presents no concerns in the sub-indicators below.				
<b>3.4 Rating</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>	<b>Year 7</b>
	2010-11	2011-12	2012-13	<b>2013-14</b>	2014-15	2015-16	2016-17
	n/a	n/a	n/a	<b>DNMS</b>			
<b>Sub-indicator Ratings</b>	Sub-indicators						Rating
	Regular communication with school leadership and/or its management company						AS
	Annual utilization of a performance based evaluation to assess its own performance, that of the school leader, and management organization (if applicable)						DNMS
	Collaboration with the school leader to establish clear objectives, priorities, and goals						DNMS
	Interaction with school leader that is conducive to the success of the school, including requesting and disseminating information in a timely manner, providing continuous and constructive feedback, and engaging the school leader in school improvement plans						AS

*See the narrative of 3.3 regarding the communication between the board and MTCA.*

The board chair was active and engaged with OEI in discussing ways that the ADI Schools, Inc. board could continuously improve. Board members completed a self-evaluation survey which they reviewed in June. The evaluation revealed a significant lack of clarity around the board's roles and responsibilities. MTCA performed semi-annual evaluations of the Head of School, but this information was not presented to nor requested by the board. The board reviewed the CMO agreement mid-year, but expressed confusion around the process for review and/or revision. Overall, although the board made attempts to be reflective and evaluative, there were no formal systems in place for setting goals for the board, CMO, or Heads of School, leading to a lack of clarity around how each was performing throughout the year.

The Head of School presented a report at each meeting with relevant information and updates, including enrollment, academics, staffing, and school events. Meeting minutes demonstrate that board members were

engaged in asking clarifying questions as well as how they could support school efforts. The Head of School specifically noted several times that teacher turnover was a driving factor behind low student performance and that many teachers were leaving for higher paying positions and schools. Although the board understood this was a problem, they took no steps to address it or support the Head of School in combatting it.

Lack of clarity around roles and responsibilities, transition in MTCA positions, and lack of systems to formally review performance all contribute to Padua Academy's **Does Not Meet Standard** for school and board environment.

3.5. Does the school comply with applicable laws, regulations, and provisions of the charter agreement relating to the safety and security of the facility?							
Indicator Targets	Does not meet standard		The school presents concerns in a majority of the sub-indicators with no evidence of a credible plan to address the issues.				
	Approaching standard		The school presents concerns in a minimal number of the sub-indicators and may or may not have a credible plan to address the issues.				
	Meets standard		The school complies with and presents no concerns in the sub-indicators below.				
	Exceeds standard		The school consistently and effectively complies with and presents no concerns in the sub-indicators below.				
3.5 Rating	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
	MS	MS	MS	MS			
Sub-indicator Ratings	Sub-indicators						Rating
	Health and safety code requirements						MS
	Facility accessibility						MS
	Updated safety and emergency management plans						MS
	A facility that is well suited to meet the curricular and social needs of the students, faculty, and members of the community						MS

In 2013-14, Padua Academy's facility met all health and safety code requirements and provided a safe environment conducive to learning. The facility's design, size, maintenance, security, equipment and furniture were all adequate to meet the school's needs. The school was accessible to all, including people with physical disabilities. The Mayor's Office monitoring of Padua Academy's compliance with health and safety code requirements did not reveal any significant concerns related to these obligations. Accordingly, the school is **meeting standard** for this indicator for 2013-14.